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ABSTRACT

The trainer's manual was written for use with teachers in the field and provides guides for teaching a mini-course in developing individualized learning activities for students with learning disabilities. There are four sessions outlined, each having an overview of the goals, activities, materials, and time for the session; an outline of topic to be covered; and handouts for use in the session. A syllabus is provided in session 1. It is explained that the course is designed to provide the participant with a systematic approach to identifying and solving instructional problems posed in the regular classroom by learning disabled children. Specific concerns are surveyed including: (1) developing precise behavioral objectives, (2) using objectives to pinpoint academic needs, (3) selecting and implementing program modifications relevant to specific academic problems, and (4) developing materials where program modifications cannot be used. (Author/PHR)

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# DEVELOPING INDIVIDUALIZED LEARNING ACTIVITIES FOR STUDENTS WITH LEARNING DISABILITIES

A Mini-Course

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Trainer's Manual

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## PREFACE

Mini-courses were developed by university professors for use with teachers in the field. They are intended to be delivered on site in school districts and may be taught by school-based people who have received prior training. A mini-course is a one credit course which develops specific skills and knowledges related to improving classroom instruction. It is a three stage learning activity! Stage one involves readings, independently done, usually prior to the first session. These readings develop understandings central to the course topic. Stage two is direct instruction, requiring eight to ten hours of contact time.

The number of sessions varies depending on the content of a particular mini-course, the instructor, and the participants. A variety of instructional activities are used to help the participants relate content to their actual work situations. Stage three is an application stage in which participants apply the skills acquired in their classrooms. Follow-up with the instructor completes the mini-course. Upon completion, participants receive one Continuing Education Unit which is applicable for recertification.

The Mini-course Project was sponsored by the Department of Special Education and the Teacher Corps Project at the University of Maine at Farmington.

Project Staff: Dr. Margaret Arbuckle, Dr. Raymond Glass, Ms. Betsy McElvein

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## ABSTRACT

This course is designed to provide the participant with a systematic approach to identifying and solving instructional problems posed in the regular classroom by these children with special academic needs. Specific concerns include: a) developing precise behavioral objectives, b) using objectives to pinpoint academic needs, c) selecting and implementing program modifications relevant to specific academic problems, and d) developing materials where program modifications cannot be used. The final outcome is the design and implementation of a program modification to assist an identified learner in the classroom.

# DEVELOPING INDIVIDUALIZED LEARNING ACTIVITIES FOR STUDENTS WITH LEARNING DIFFICULTIES

## 1. Introduction

Overview: As a result of P.L. 94-142, a number of children with special needs are being served in the regular classroom. These children have a variety of educational problems. Some children have difficulty overcoming specific behavior patterns which interfere with instruction. Other children, who apparently wish to learn the material presented are unable to do so as a result of an academic deficiency, either in that academic area or in a related area such as reading. To increase the success of these children, it is important to plan for individual needs as much as possible.

This course is designed to provide the participant with a systematic approach to identifying and solving instructional problems posed in the regular classroom by these children with special academic needs. Specific concerns include: a) developing precise behavioral objectives, b) using objectives to pinpoint academic needs, c) selecting and implementing program modifications relevant to specific academic problems, and d) developing materials where program modifications cannot be used. The final outcome is the design and implementation of a program modification to assist an identified learner in the classroom.

Objectives: The specific objectives of the course are as follows:

1. Participants will write behavioral objectives which clearly state the condition, behavior, and criteria in measureable terms.
2. Participants will verbally identify conditions which impede academic progress and their implications for instruction.
3. Participants will develop, under supervision, at least four program modifications.
4. Participants will develop, under supervision, at least one new material.
5. Participants will plan and implement a program modification for an identified instructional program based upon previously identified behavioral objectives.

Note to Trainers: This mini-course is designed to be used with a small group of trainees (eight trainees would be optimal.) Consequently, an effective technique for training is small group discussion and participation. Participants might be encouraged to discuss material through a) questions posed by the trainer, b) sub-group interaction (2-3 people completing an activity and reporting back to the large group,) c) conducting class in a modified seminar fashion, or d) drawing information from participants by using their experience and training. These are just a few techniques which might be put to use during this mini-course. Instruction will likely be more effective as participants directly interact with you, the instructor, and the activities and experiences outlined in the course.

## SESSION I: OVERVIEW

| Goal | Activity | Material(s) | Time |
|---|---|---|---|
| 1. Introduce instructor, course, and each participant. | Mini-lecture; discussion. | Syllabus | 20 min. |
| 2. Introduce main idea of workshop and sequence of activit es. | Mini-lecture. | | 15 min. |
| 3. Discuss direct instructional model as a basis for academic planning. | Mini-lecture. | A Direct Instructional Model. | 10 min. |
| 4. Review use of criterion referenced data to develop instructional objectives. | Mini-lecture; discussion. | Criterion and Norm Referenced Testing: A Review. | 15 min. |
| 5. Develop complete, useful instructional objectives which can be used to make instructional decisions. | Mini-lecture; discussion; in-class participant activities. | a. Behavioral objectives: Definitions and Components.<br>b. Behavioral objectives: Identifying components.<br>c. Writing Behavioral Objectives in General Subject Areas.<br>d. Writing Behavioral Objectives from Data. | 60 min. |
| 6. Provide information for assignment for next class session. | Mini-lecture. | Assignment 1 | 15 min. |

SESSION 1 (about 2 hours)

A. Introduction: (20 minutes)

1. Opening comments - introduction of course and instructor.

2. Turn to and discuss syllabus

3. Have participants introduce themselves.

B. Topic: "Overview of Mini-course" (about 15 minutes)

1. Following up on the overview presented on the syllabus, tell the participants that the mini-course is designed to provide the participants with skills which will facilitate planning instruction for specific needs.

2. The sequence for instruction is as follows:

   a. writing good behavioral objectives,
   b. identifying kinds of responses required by the learner,
   c. identifying types of instructional adaptations, and
   d. planning and implementing an instructional adaptation based on the objective.

3. The rationale for this approach is that good instructional decisions should be based upon the skill(s) required of the learner. Therefore, although objectives may seem only peripherally related to the title of the course, they are needed as the basis for planning and decision making.

C. Topic: "The Direct Instruction Approach" (about 10 minutes)

1. Present the idea that instruction can occur in a very systematic manner. To facilitate learning, particularly in basic academic skill areas, a direct instructional approach can increase student progress.

2. Have participants turn to , "A Direct Instructional Model." Discuss each of the following steps as it relates to instructional problem solving:

   a. Specify the objectives.
   b. Design a test.
   c. Plan instruction based on test results.
   d. Implement instructional program.
   e. Evaluate program.
   f. Revise at any point (steps a-d) as needed.

3. Tell participants that this course is based upon such a model and will focus on developing precise objective, which will be used for instructional decision making. The bulk of the instructional time will revolve around program modifications based on these objectives.

D. Topic: "Review Use of Data to Develop Instructional Objectives" (15 minutes)

1. Instruct participants to turn to "Criterion and Norm Referenced Testing: A Review."

2. Ask the participants to describe each of the characteristics of both criterion referenced testing and norm referenced testing as listed. Collectively, compare and contrast the two types of testing, guiding the group to the conclusion that criterion referenced testing can lead directly to the formulation of behaviorally stated academic goals and objectives.

3. Present the following major points as potential advantages of teacher made informal tests:

   3.1 The tests can be (and often are) criterion referenced.
   3.2 Specific data are gathered on instructionally relevant skills.
   3.3 Skills can be assessed quickly and on a continuing basis, i.e., a daily basis if desired.
   3.4 A teacher made test should result in data which document student needs in relationship to the program's curricula and should allow for the development of precise instructional objectives.

E. Topic: "Developing Behavioral Objectives" (60 minutes)

1. Present the idea that objectives are a logical outgrowth of data which are collected.

   1.1 Data suggest specific strengths and weaknesses.
   1.2 Instructional needs become the basis for objectives for learners with special needs.
   1.3 Objectives become the basis for instructional programming and decision making.

2. Direct participants to turn to "Behavioral Objectives: Definition and Components." Have them read box 1, "Definition." Briefly review the meaning of the definition.

3. Explain that box 2, "Components," selects out the three major parts of the definition stated above. Objectives should contain these three components. Direct participant attention to box 3, "Example," where the objective is broken into components.

4. When you feel sufficient information has been provided to continue, direct participants to "Behavioral Objectives: Identifying Components." Have the participants read and complete each item in any of the following ways:

   a. Each person responds individually to all items; then participants share with group.
   b. Small groups respond to all items; then the small groups share with large group.
   c. Elicit responses, item by item, from the large group.

5. Briefly discuss the idea of using indicators for those behaviors which cannot be directly measured. For example: The goal may be that the child likes his science class. Various indicators could be a) he attends class regularly, b) he completes all assignments, c) he tells the teacher he likes the class, d) he participates in all group activities, etc. We assume the indicators are representative of the goal. Ask the group for indicators of "liking school."

6. Direct participants to turn to "Writing Behavioral Objectives in General Subject Areas." Have them complete the page either individually or in groups of 2 to 3. Each individual or group should report back to the large group to share the varying approaches.

7. Now have participants turn to "Writing Behavioral Objectives from Data." Instruct them to read the directions and complete the activity. This may be done individually or in groups of 2 to 3. Each individual or group should report the goal and objectives developed back to the entire group (There may be a variety of appropriate goals and objectives. Focus on the relevancy of the statements to the data presented and their completeness, i.e. conditions, behavior, and standards.)

F. Topic: "Assignment #1" (15 minutes)

1. Direct participants to "Assignment #1." Have them read through the assignment. The objective portion of the assignment may be completed by writing original objectives or refining objectives stated in an individual education plan for a child enrolled in the classroom. The chapters from C. M. Charles should be read prior to the next class session.

HANDOUT

I

# DEVELOPING INDIVIDUALIZED LEARNING ACTIVITIES FOR STUDENTS WITH LEARNING DIFFICULTIES

## Syllabus

Overview: As a result of P.L. 94-142, a number of children are being serviced in the regular classroom who have a variety of special needs. Some children have difficulty overcoming specific behavior patterns which interfere with instruction. Other children, who apparently wish to learn the material presented are unable to do so as a result of an academic deficiency, either in that academic area or in a related area such as reading. To increase the success of these children, it is important to plan for individual needs as much as possible.

This course is designed to provide the participant with a systematic approach to identifying and solving instructional problems posed in the regular classroom by these children with special academic needs. Specific concerns include a) developing precise behavioral objectives, b) using objectives to pinpoint academic needs, c) selecting and implementing modification relevant to specific academic problems, and d) developing materials where program modifications cannot be used. The final outcome is the design and implementation of a program modification to assist an identified learner in the classroom.

Objectives: The specific objectives of the course are as follows:

1. Participants will write behavioral objectives which clearly state the condition, behavior, and criteria in measurable terms.

2. Participants will verbally identify conditions which impede academic progress and their implications for instruction.

3. Participants will develop, under supervision. at least four program modifications.

4. Participants will develop, under supervision, at least one new material.

5. Participants will plan and implement a program modification for an identified instructional problem.

Readings: One reading is required and follows in these materials. The reading is as follows:

Charles, C.M. Individualizing Instruction. Saint Louis: C.V. Mosby Company, 1976. (pages 54-82)

Assignments: As a result of the instruction needed to complete the requirements of the course, participants will be required to complete one project, implementing an instructional adaptation in the classroom for a child who is currently presenting an academic learning problem.

II

## A DIRECT INSTRUCTIONAL MODEL

a. Decide what to teach.

b. Specify objectives.

c. Write test from objectives.

d. Administer test.

e. Plan program for student (based on test data).

f. Implement program.

g. Evaluate effectiveness of program.

h. Revise at any point (steps a-f) as needed.

HANDOUT

III

CRITERION AND NORM REFERENCED TESTING: A REVIEW

| Criterion Referenced Testing |
| --- |
| 1. Predetermined performance level is identified for each skill.<br>2. Scores are reported in terms of child's strengths and weaknesses. |
| |
| Norm Referenced Testing |
| 1. Tests are standardized.<br>2. The child's performance is compared with normative sample.<br>3. Scores are often reported as percentiles, grade equivalents, or standard scores. |

HANDOUT

IV

# BEHAVIORAL OBJECTIVES: DEFINITION AND COMPONENTS

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## DEFINITION

A behavioral objective is a clear behavior to be demonstrated under a specified condition with a measurable/observable standard of success.

---

---

## COMPONENTS

clear behavior

clear condition

clear standard (criteria)

---

---

## EXAMPLE

John will correctly read aloud at least 75% of the single syllable VCV words.

behavior: read aloud
condition: single syllable VCV words
standard: at least 75% correct

---

HANDOUT

V

BEHAVIORAL OBJECTIVES: IDENTIFYING COMPONENTS

1. During class social studies discussions, John will voluntarily offer his opinion or answer to at least one question.

   behavior:

   conditions:

   standard:

2. Tom will correctly read at least 85% of all words with an "ing" ending from his daily third grade oral reading.

   behavior:

   conditions:

   standard:

3. Upon being directed by the teacher, Sally will come to the reading table and be in her seat within one minute.

   behavior:

   conditions:

   standard:

4. Ricky will complete his daily independent reading assignment with at least 75% accuracy, within 15 minutes, and without getting out of his seat without permission more than once.

   behavior:

   conditions:

   standard:

HANDOUT

VI

## WRITING BEHAVIORAL OBJECTIVES IN GENERAL SUBJECT AREAS

Directions: For each of the broad statements below, write at least three behavioral objectives. The objectives should clearly state an observable behavior, conditions, and measurable standards of performance.

1. To improve skills in reading comprehension.

   a.

   b.

   c.

2. To master the area of multiplication computations in mathematics.

   a.

   b.

   c.

3. To create an appreciation for music and art for school-age children.

   a.

   b.

   c.

HANDOUT

VII

## WRITING BEHAVIORAL OBJECTIVES FROM DATA

Directions: The following paragraph lists several pieces of data which can be used to develop instructional objectives for a hypothetical child. After reading the paragraph, write one long-range goal and three short-term objectives for this child.

> John has difficulty reading orally. Upon close observation, it has been noted that he knows all his sounds except b, d, s, v, k, and z. John reverses b and d. When presented with a series of letter symbols such as c a t, he can say each known sound in isolation, but cannot put the sounds together to read the word. On occasion, John says the correct sound for a letter when it appears in isolation, but does not say the correct sound for the same letter when it appears in a short word.

Goal

Objective #1

Objective #2

Objective #3

HANDOUT

VIII

ASSIGNMENT #1

Directions: This assignment has two distinct parts. Part one involves the writing and/or refining of behavioral objectives for children enrolled in the classroom who are experiencing some difficulty. Write 3 to 5 objectives, checking for conditions, a behavior, and standards in each objective. The objectives need not be related to one another. Secondly, read the material following this page ("Individualized Instruction" from C.M. Charles.) Both of these should be completed prior to the next class session.

Objective 1:

Objective 2:

Objective 3:

Additional Objectives (as needed:)

SESSION 2: OVERVIEW

| | Goal | Activity | Material(s) | Time |
|---|---|---|---|---|
| 1. | Share one objective from Assignment I. | Discussion | Assignment #1 | 10 min. |
| 2. | Discuss and define for purposes of this mini-course the concept of individualized instruction. | Mini-lecture; discussion | "Individualized Instruction" by C. M. Charles | 20 min. |
| 3. | Develop a rationale for individualizing instruction in the classroom. | Mini-lecture; discussion | | 15 min. |
| 4. | Identify specific special needs which may be encountered in the classroom. | Discussion | Special Needs and Instructional Adaptations | 20 min. |
| 5. | Discuss various adaptations which may be necessary/helpful in the classroom to provide for individual needs. | Discussion | Special Needs and Instructional Adaptations | 30 min. |
| 6. | Summarize all discussions, including rationale for individualization. | Mini-lecture | | 5 min. |
| 7. | Provide information for next class assignment. | Mini-lecture | Assignment #2 | 10 min. |

SESSION 2 (about 1 hour 40 minutes)

A. Topic: "The Concept of Individualization" (20 minutes)

1. Review Assignment #1. Have each participant share one objective he/she has written. Provide feedback on objectives.

2. Focus participant attention on the chapter, "Individualized Instruction" by C. M. Charles. Request that the participants outline the major points made by Charles regarding the individualization of instruction in the reading.

3. Contrast the two major concepts of individualization. On the one hand, the instructor feels that all content, materials, and methods should be different programs for everyone. On the other hand, individualization may be seen as making instructional adaptations to fit the needs of a particular learner when he/she does not successfully perform in the regular classroom. Encourage participants to express their points of view on 1) individualization, 2) the above stated ideas as they relate to the chapter in Charles, 3) the practicality of individualizing instruction for a) a group and b) an individual. Summarize the discussion.

4. Focus attention on the chapter, "Diagnostic Perscriptive Teaching." Discuss its major points and outline its application to individualizing instruction for children with special needs.

5. Suggest that, for purposes of clarity, the remainder of the course will be based upon the idea that instructional adaptations are necessary for some learners to increase the likelihood of success in the classroom. The intent of course is not to suggest that separate and different programs be developed for each child.

B. Topic: "The need for individualized programs" (15 minutes)

1. Review briefly the requirement in P.L. 94-142 for individual programs for all children with special needs. Since many of these children spend time in the regular class, it is necessary that at least some portion of the IEP be implemented in the classroom. This may result in some atypical instructional adaptations. (Note: As you discuss and expand upon this and point two, suggest that participants share their experiences and concerns.)

2. Some children have learning deficits and/or handicapping conditions which make it impossible for them to respond in the traditional manner. Again, adaptations are necessary.

3. Summarize, suggesting that educationally, and legally, teachers are required to provide appropriate instruction.

C. Topic: "Types of Special Needs Found in the Classroom" (20 minutes)

1. Direct participants to "Special Needs and Instructional Adaptations." This page is provided to help structure note taking during the following discussion.

2. Lead a group discussion. Ask participants to identify specific types of special needs which interfere with academic success. Steer away from a discussion of behaviors which interfere with learning. (This might best be accomplished by acknowledging these behaviors first, then indicate that they are not a high priority concern in this particular course.) As you guide the discussion, you would want to arrive at some of the following:

   a. Some children have difficulty writing because of a physical limitation.
   b. Some children do not seem to be able to articulate ideas in writing.
   c. Some children do not read at the needed level.
   d. Some children are unable to work the computations necessary to complete mathematics work.
   e. Some children do not clearly articulate ideas orally.
   f. Some children cannot speak in an intelligible fashion.
   g. Some children have physical limitations which prevent them from participating in physical education and recess activities.
   h. And others....

   The major ideas should be noted by all participants on the form provided in the manual.

3. Discuss the implications of these specific needs in the classroom. Summarize the needs presented and their implications.

D. Topic: "Types of Adaptations Which May Facilitate Special Needs Learners" (30 minutes)

1. Divide participants into groups of 2-3 each. Ask them to select two of the instructional problems identified in the last activity and develop a minimum of two adaptations for each problem which could realistically be used in a classroom setting.

2. Have participants share in the large group various approaches suggested for each special need. These ideas should be shared to show the variations and different ideas used.

3. Tell participants that these ideas may be immediately useable or adaptable in solving current instructional problems in the classroom. The specific application to current instructional problems will be the assignment for the next class session.

E. Topic: "Summary" (5-10 minutes)

1. Summarize the following points:

   a. It is impractical to provide separate programs for every child; however, it is possible to adapt some components of the instructional process to meet the special needs of some learners.

   b. Some specific problems tend to occur frequently which result in the lack of success seen in some children in academic areas.

   c. Specific modifications can be made to increase the likelihood of academic success.

F. Topic: "Assignment #2" (10 minutes)

1. Direct participants to "Assignment #2." Each person should select two of the objectives written in Assignment #1 and list at least two instructional adaptations which could be used with a special needs learner to reach the objective. Since the objectives were written with specific children in mind, the adaptations should be noted with the same children in mind.

HANDOUT

X

Special Needs and Instructional Adaptations

Directions: Use this page as a guide when discussing types of special needs found in the classroom and, later, instructional adaptations which may be appropriate for the various needs. For the time being, focus your attention on the needs. The other column will be completed during the next exercise.

| Types of Special Needs | Adaptations |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

HANDOUT

XI

ASSIGNMENT #2

Directions: Select two of the objectives you listed in Assignment #1. Specify the objectives you are using. List at least two instructional adaptations for the learner for each objective. Each adaptation should assist the learner in meeting the objective, i.e., they should have the learner practice the response required for successful completion of the objective.

Objective 1:

Adaption 1:

Adaptation 2:

Objective 2:

Adaptation 1:

Adaptation 2:

## SESSION 3: OVERVIEW

| | Goal | Activity | Material(s) | Time |
|---|---|---|---|---|
| 1. | Share one adaptation for the child in Assignment #2. | Discussion | Assignment #2 | 10 min. |
| 2. | Develop some instructional adaptations for specific academic problems given some guidelines. | Simulation; discussion | a. Instructional Adaptation: Station 1<br>tape recorder<br>blank cassette<br>secondary level textbook (science, social studies, psychology, etc.)<br>b. Instructional Adaptation: Station 2<br>c. Instructional Adaptation: Station 3<br>d. Instructional Adaptation: Station 4 | 90 min. |
| 3. | Provide information on Assignment #3. | Mini-lecture | Assignment #3 | 5 min. |

SESSION 3: OUTLINE (1 hour 30 minutes)

A. Topic: "Sharing Results of Assignment #2" (about 10 minutes)

1. Review purpose of Assignment #2 (to begin to identify instructional modifications appropriate for the classroom).

2. Request that each participant share the instructional modifications he/she developed for one objective. Participants should feel free to share their personal experiences regarding any suggested modifications.

B. Topic: "Creating Instructional Adaptations" (1½ hours)

1. Review major types of deficits which interfere with academic progress identified in previous session. This could include deficits in a) speaking, b) writing, c) mathematical computations, d) reading, and/or e) physical problems. Suggest that there are a number of ways of adapting learner responses to allow the learner to participate and to meet the goals of the curriculum or IEP.

2. Introduce simulation activities as a way of creating some adaptations. The purposes of the activities are a) to try out some adaptations and b) to critique the adaptation process and product.

3. Briefly describe each station:

3.1 Station 1 (page 40 of Participant's Manual) consists of a tape recorder, a blank tape, and a textbook. The end goal is to tape a portion of the book for a non-reader.

3.2 Station 2 (page 41 of the Participant's Manual) poses an instructional problem related to continued instruction on a specific skill over a long period of time. The end goal is to develop some alternative activities.

3.3 Station 3 (page 42 of Participant's Manual) focuses on identifying the components of an instructional unit and the requirements a special learner must meet.

3.4 Station 4 (page 43 of Participant's Manual) consists of a lesson which is not successful with a particular child. The goal here is to modify the lesson to increase success and participation on the part of the child.

4. Divide participants into groups of 2 to 3, depending on group size. (You want four groups ultimately.) Send each group to a station. Ask them to locate specific instructions for that station in their manual. They have about 20 minutes per station. The time might be used as follows: a) 5 minutes for problem solving, b) 10 minutes to outline and/or complete the modification, and c) 5 minutes to evaluate the modification. Begin the simulation. Circulate continually to aid groups and keep participants on task. Rotate groups after 20 minutes and continue until all groups have tried each task.

5. Reconvene large group meeting and discuss the following:

   5.1 Compare and contrast end products of various simulation exercises.

   5.2 Discuss the idea that these modifications are certainly <u>not</u> an inclusive list of possibilities.

   5.3 Discuss philosophical issues related to academic modifications such as equivalency of work, grading, relevance to child, etc. Suggest that it is the teacher's responsibility to provide appropriate instruction; sometimes modifications are necessary to move the learner closer to the norm of traditional instruction.

6. Summarize and conclude session.

C. <u>Topic</u> : "Assignment #3" (5 minutes)

1. Direct participants to p. 44 of the Participant's Manual, "Assignment #3."

2. Briefly review the assignment, answering any questions which may arise.

HANDOUT

XII

## INSTRUCTIONAL ADAPTATION: STATION 1

Directions: You are planning an instructional program for a secondary student who is enrolled in several content area courses. The student is reading well below grade level. Part of the individual education plan for the student states that he/she could benefit from tapes of textbooks used in classes. Your problem is to study the text, determine how to put the material on tape, and critique your efforts.

1. Briefly describe your taping procedure (selection of content, attention to illustrations, use of review questions, etc.)

2. Evaluate the quality of the tape. Try to listen to it from the perspective of a student who has the textbook. Listen for voice quality, tone, fluency, rate, etc.

3. Describe any changes or modifications you would make in the tape.

HANDOUT

XIII

## INSTRUCTIONAL ADAPTATION: STATION 2

Background Information: You are working with a student who is a slow learner. He/she requires much repetition to learn basic skills, but rebels against "boring" tasks. The current instructional goal for the student is mastery of the multiplication facts. You have been using worksheets with the times tables printed on them and flash cards (teacher presents the card; student gives the answer.) Both you and the student are finding these techniques to be overused.

Directions: Determine alternative instructional techniques for this child. Keep in mind the idea that the child must learn these facts and that any activities used must lead to such a goal.

1. List activities which would add variety and increase motivation while providing appropriate practice. Briefly describe the teaching method(s) and material(s) appropriate for each activity.

   a.

   b.

   c.

   d.

   e.

2. Evaluate this instructional modification in terms of practicality and realistic use in the classroom. Could the methods be adapted to increase its usefulness?

HANDOUT

XIV

## INSTRUCTIONAL ADAPTATION: STATION 3

Background Information: The class recently completed a unit on mining. Three students failed to successfully complete the assignments and scored below 60% on the final test for the unit. The instructional activities used follow:

1. Reading from the text during class time and answering questions at the end of the chapter.

2. Reading a library book related to mining and making a book report on it.

3. Listening to the lecture in class and taking notes.

4. Watching three filmstrips on mining at a learning center and completing a worksheet on each one.

5. Working with a group of students to make a mineral map of the United States.

6. Taking a test based on the ideas presented in 1-5 above.

Directions: Since you are concerned that students successfully complete the work taught in your class, you are re-designing the unit with the idea of success for the poor reader, poor writer student in the classroom. List modifications of the listed ideas or new activities for these students which would 1) increase their success and 2) specify their own unit requirements.

1. Suggested activities (briefly describe each one)

   a.
   b.
   c.
   d.
   e.

2. Evaluate the process you used to arrive at these activities and your feelings about such modifications in your classroom.

HANDOUT

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## INSTRUCTIONAL ADAPTATION: STATION 4

Background Information: You are currently teaching students how to write letters in conjunction with the English/language arts program. The current topic is business letters. The idea of business letters was introduced yesterday. Today the following outline was used to teach the format.:

I. Proper headings
II. Content of business letters
III. Format of body of business letters
IV. Proper conclusions

The students were then directed to write a sample business letter in class. Two students did not know where to begin and could not complete the task.

Directions: Describe modifications which could be made in the lesson to increase participation and success with these two students (and possibly others.)

1. Describe the modification:

2. Evaluate the anticipated success of the modification in a potential classroom setting. What are some specific advantages and disadvantages of using the new approach?

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ASSIGNMENT 3

Directions: Select one of the objectives and one of the modifications you selected in Assignment #2. List the objective and the modification you suggested. Describe the modification in detail and construct any materials needed to implement it.

Objective:

Proposed modification:

List of all materials needed for modification:

## SESSION 4: OVERVIEW

| Goal | Activity | Material(s) | Time |
|---|---|---|---|
| 1. Share results of Assignment #3. | Discussion | Assignment #3 | 10 min. |
| 2. Present rationale and process for developing instructional materials when there are no appropriate materials available. | Mini-lecture | | 15 min. |
| 3. Develop an instructional material for use with a child in the classroom. | Simulation; discussion | Instructional Development | 30-40 min. |
| 4. Summarize the major principles and goals of the course as well as the content covered. | Mini-lecture; discussion | | 15 min. |
| 5. Provide directions for Assignment #4, implementation of ideas presented in the classroom. | Mini-lecture | Assignment #4 | 30-45 min. |

## SESSION 4: OUTLINE (about 1 hour 45 minutes)

A. Topic: "Sharing Results of Assignment #3" (10 minutes)

1. Review purpose of Assignment #3 (to describe and prepare an instructional modification for a child in the classroom).

2. Request that each participant share his/her ideas. Again, participants should share personal experiences related to specific modifications and/or materials described.

B. Topic: "Developing Instructional Materials: Overview" (15 minutes)

1. Present the idea that sometimes learner needs are not met with the traditional instructional program, supplementary programs, or program modifications as discussed in the previous class session. In such cases, it is necessary to develop a particular material. Since this can be a time consuming activity, one should look for existing materials first.

2. There is a systematic way to approach instructional development. Outline main steps as follows:

   a. identify need,
   b. determine objective(s),
   c. develop material,
   d. try using material,
   e. evaluate effectiveness of material,
   f. revise as needed and use material.

   Discuss and describe each step briefly, so all participants are familiar with the system.

C. Topic: "Developing an Instructional Material" (30-40 minutes)

1. Ask participants to turn to "Instructional Adaptations." They are to read the material present which describes the specific instructional problem. Then, in groups or individually, they should use the steps discussed to develop an appropriate material. They will only be able to work through Step c of the process.

2. Have participants share each of the materials which were developed to give everyone an idea of the range and variety used. Discuss practicality of instructional development for individuals in the classroom setting.

D. Topic: "Summary of Course" (15 minutes)

1. Discuss the sequence of ideas presented. Even though they were developed in separate class sessions, there is a system introduced for solving some instructional problems. Highlight each step as listed below:

   1.1 Educational data can result in specific behavioral objectives related to academic performance.

   1.2 Specific objectives should include a condition, a measurable behavior, and a criteria.

   1.3 The behavior component of the objective specifies the activity the learner must perform.

1.4 When a special needs learner is unable to meet the objective and/or participate in the classroom activities successfully, modifications in learner requirements can be made.

1.5 Program modifications may include a) alternative content, b) alternative input, c) alternative responses, and/perhaps d) alternative evaluation systems.

1.6 When programs and/or their modifications do not meet the needs of a specific learner, it may be necessary to develop a new material.

2. Discuss any concerns of participants and move on to assignment.

COURSE ASSIGNMENT (about 30-45 minutes)

A. Topic: "Overview of Requirements" (10 minutes)

1. The assignment consists of three parts: a) planning and making a program modification to help individualize instruction for a specific learner, b) implementing the modification for at least 2 weeks, if appropriate, and c) submitting a written summary of the modification, the results, and a critique of its effectiveness and needed revisions.

2. Direct participants to assignment form.

2.1 Read through and discuss requirements.

2.2 Establish deadlines for submission of work.

B. Topic: "Work Session" (30-45 minutes)

1. Have each participant identify and write an instructional objective which a child with learning problems must meet and currently cannot. This may be an objective used in a previous assignment. Check each objective for clarity and measurability.

2. Have each participant describe the program modification(s) he/she intends to implement for this child, based on the objective. Time, practicality, and long-term use should be considered when developing the modification.

3. Have each participant outline a course of action, including all steps to be completed and a timeline. This plan should include a means for collecting data on the student's performance and a provision for continued individualization once the two week requirement has been met.

C. Topic: "Conclusion"

1. All participants should feel free to leave once they have identified nd outlined their project.

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INSTRUCTIONAL DEVELOPMENT

Directions: Information is provided which outlines an instructional problem. Using the steps listed below, specify a material you would develop to meet this instructional need.

Instructional Problem: The class is working on a unit in science which requires the completion of two experiments and three simulation activities. A student enrolled in the class, Mary, has cerebral palsy. Mary has above average intelligence and can understand the concepts taught. However, she does not have the fine motor skills to conduct experiments or to respond in writing to the simulation materials. The teacher is concerned that Mary not be a bystander during science class, but currently has no other materials for his program.

List the development of the materials for Mary through each step below:

1. Identify the need:

2. List the objective(s) for Mary:

3. Describe the material developed to meet the objective and needs stated:

4. Describe the initial implementation of this material (how would you use it in the classroom?):

HANDOUT

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ASSIGNMENT #4

Mail to:

Name: _____

Mailing Address: _____

_____

Date: _____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Directions: This assignment is intended as a follow-up to the course. You are to implement an instructional modification in the classroom for one child. This may be the same modification you have been describing in Assignments 1 - 3. List the specific instructional objective; describe the modification, and evaluate its effectiveness after using it for about two weeks.

Objective:

Description of Modification (both of actual change and how it was implemented:)

Evaluation of Effectiveness of Modification (include specific records - a graph or chart, for instance - to document student performance:)

Plans for Continuation of Programs for this Learner (what will you do and why?):

Due Date (Negotiate with Instructor:)

## LISTING OF READINGS AND HANDOUTS

I Syllabus

II A Direct Instructional Model

III Criterion and Norm Referenced Testing: A Review

IV Behavioral Objectives: Definition and Components

V Behavioral Objectives: Identifying Components

VI Writing Behavioral Objectives in General Subject Areas

VII Writing Behavioral Objectives from Data

VIII Assignment #1

IX Reading: "Individualized Instruction" (28 pages)

X Special Needs and Instructional Adaptations

XI Assignment #2

XII Instructional Adaptation: Station 1

XIII Instructional Adaptation: Station 2

XIV Instructional Adaptation: Station 3

XV Instructional Adaptation: Station 4

XVI Assignment #3

XVII Instructional Development

XVIII Assignment #4